

<b>Year 1 Geography – United Kingdom - West Heslerton</b>	<b>Year A/B - Autumn Term</b>
<b>Topic Question: Our Local Area</b> Where do we live?	
<b>National Curriculum Link:</b> Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and fieldwork, Local Field Study - West Heslerton	
<b>Fieldwork:</b> Village walk	
<b>Prior Learning:</b> <ul style="list-style-type: none"> <li>- Pupils learned about their local area through visit to local parks and woodlands. The pupils learned about house and roads through role play using racing tracks in the playground.</li> <li>- Pupils also explored the school grounds looking at different areas of the school.</li> </ul>	
<b>Key Essential Skills and Knowledge for this Unit:</b> Geographical Skills and field work: <ul style="list-style-type: none"> <li>• I can use geographical terms and directions such as North, South, East and West.</li> <li>• I can map their classroom and recognise where places are within the school.</li> <li>• I can understand that they have an address and postcode, and why.</li> <li>• I can draw and use simple field sketches.</li> <li>• I can utilise digital media and label images.</li> <li>• I can begin to use simple keys on maps.</li> <li>• I can make maps and plans i.e. pictorial maps of stories. Drawing map to school – journey line</li> </ul> Locational Knowledge: <ul style="list-style-type: none"> <li>• I can understand that the world extends outside their locality.</li> <li>• I can locate and name major features of the UK on a map- e.g. <i>London, surrounding seas</i>.</li> <li>• I can begin to identify and describe where places are through use of simple maps, atlases and globes.</li> </ul> Place Knowledge: <ul style="list-style-type: none"> <li>• I can begin to ask geographical questions about places in their immediate locality.</li> <li>• I begin to use geographical vocabulary to describe features of the locality.</li> <li>• To understand that they have an address and postcode and why.</li> </ul> Human and Physical Geography: <ul style="list-style-type: none"> <li>• I begin to ask geographical questions about places and environments (human and physical features of the school and countries of the UK).</li> </ul> Geographical Enquiry: <ul style="list-style-type: none"> <li>• Using: maps, counts, photographs, graphs, measurements, films and reports</li> <li>• Carrying out fieldwork</li> <li>• Researching secondary sources</li> </ul>	

**Sticky Knowledge for topic:**

- West Heslerton is a village and have other villages nearby.
- Malton and Norton are our nearest urban areas.
- Villages are in rural areas and Malton/Norton is bigger than a village.
- All addresses are different.
- Our school is in Slough (England)
- Physical features in our area include: the Yorkshire Wolds, the school field and stream.
- Human features in our area include: school, church, village hall, A64 and houses
- A map is a picture of part of the Earth's surface. We use them to know where we are and for directions to a place we wish to go.

**Vocabulary:**

Country, Capital city, City, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Yorkshire, Malton, Norton

Location, local, national, area, point, building, landscape, community, physical/human, similarity/difference

factory, farm, house, office, shop, season, weather, beach, cliff, coast, forest, hill, sea, river.

World map, atlas, picture map, story map, map, globe, journey, human, physical, landmark, near, far, left, right, bigger, smaller.

**Sequence:**

- Where in the world are we?
- Where do we live?
- What are the differences between human and physical features on a map?
- Can I draw a map of our school/village?

**Thinking Deeper:**

Naming other areas of the UK – has anyone lived in another area of the UK? Has anyone been on holiday within the UK? Plot these on a map of the UK and discuss how they are similar/different from Whickham and surrounding areas. Do they like living in Whickham or surrounding areas? What makes this a good place or not to live?

**Possible books/resources:**

- Out and About, Shirley Hughes
- Step Inside: Homes Through History
- The Street Beneath my Feet
- The Jolly Postman by Allan Ahlberg
- The Three Little Wolves And The Big Bad Pig by Eugene Trivizas & Helen Oxenbury
- That Pesky Rat by Lauren Child
- Belonging by Jeannie Baker
- Poems: Disobedience by AA. Milne

**Links:**

**Subject Specific links** – Art and Design: Creating simple sketches and keys.

**Personal development** – Knowing their address; knowing they are part of a community and school community.

**SMSC** – To develop sense of belonging within a community and school community.

**Cultural Capital** – Knowing what amenities their town and nearby cities have to offer.

**Careers** – Knowing what places of work there are within their town or nearby cities e.g. shops, libraries, café's, restaurants, hospitals, schools, stadiums, train stations, airports etc.

**British Values** – Awareness of flags and flowers of the UK and what countries make up the UK.

**Equality** – Does everyone have an address?

**Independence** – Where do I live? What is the same/different to other people?

**Community** – What community groups are in our local area?

**Outdoor learning** – Mapping village, mapping school grounds, what does our school have that other schools do/don't?

<b>Year 1 Geography –Worldwide – Arctic/Antarctic and Kenya</b>	<b>Year A/B - Spring Term</b>
<b>Topic Question:</b> Hot/Cold Climates Why can't polar bears live near the Equator?	
<b>National Curriculum Link:</b> Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and fieldwork	
<b>Enrichment:</b> Use of Google Earth	
<b>Prior Learning:</b> <ul style="list-style-type: none"> <li>- EYFS – understanding the world.</li> <li>- Experiences of holidays abroad.</li> </ul>	
<b>Key Essential Skills and Knowledge for this Unit:</b> Geographical Skills and field work: <ul style="list-style-type: none"> <li>• To use secondary sources- photos,</li> <li>• To begin to use geographical terms and directions such as North, South, East and West.</li> <li>• To make plans- i.e. <i>journey lines</i>.</li> <li>• To begin to use audio media. (listening to music from other countries)</li> </ul> Locational Knowledge: <ul style="list-style-type: none"> <li>• To understand that the world extends outside their locality.</li> <li>• To recognise which places are linked to other places in the world- e.g. through travel.</li> <li>• To begin to identify and describe where places are through use of simple maps, atlases and globes.</li> </ul> Place Knowledge: <ul style="list-style-type: none"> <li>• To understand that the world extends outside their locality.</li> <li>• To recognise which places are linked to other places in the world- e.g. through travel.</li> <li>• To begin to identify and describe where places are through use of simple maps, atlases and globes.</li> </ul> Human and Physical Geography: <ul style="list-style-type: none"> <li>• To begin to ask geographical questions about people, places, climates and environments.</li> </ul> Geographical Enquiry: <ul style="list-style-type: none"> <li>• Using: maps, counts, photographs, graphs, measurements, films and reports</li> <li>• Carrying out fieldwork</li> <li>• Researching secondary sources</li> </ul>	
<b>Sticky Knowledge for topic:</b> <ul style="list-style-type: none"> <li>• Know the earth is divided into the Northern and Southern hemisphere.</li> <li>• Know the weather of deserts.</li> <li>• Know the location of the equator, north pole, and south pole on an atlas and in a map.</li> <li>• Begin to explain why animals live in different parts of the world.</li> <li>• Begin to explain what they might wear if they lived in a very hot or a very cold place.</li> <li>• There are both hot and cold deserts.</li> <li>• It is very hot at the equator so not all wildlife would survive there.</li> <li>• In hot deserts, near the equator, people wear light clothes and short sleeves during the day.</li> <li>• In cold deserts, like the Arctic, people wear heavy clothes and long sleeves.</li> <li>• The equator is an imaginary line that divides the Earth in half.</li> <li>• Animals have adapted to live in certain environments.</li> </ul>	

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factory, farm, house, office, shop, season, weather, beach, cliff, coast, forest, hill, sea, river.

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**Sequence:**

- Where are the hot and cold countries on Earth?
- Why do I need a woolly hat for Greenland?
- What does a polar bear see on his travels?
- Why don't we see a polar bear in the wild in Africa?
- How is the climate of Greenland and Africa different to our UK climate?

**Thinking Deeper:**

Our Place in the World activity on Twinkl – Use seven nesting boxes labelled: Our planet; our continent; our country; our capital city; our local city; our county; our local area (starting from biggest to smallest) and have the children add artefacts, photographs, pictures etc. that are relevant to each box.

**Possible books/resources:**

- Penguin Small, Blue Penguin (PSHCE links & music)
- How Big is a Million
- 365 Penguins
- Meerkat Mail by Emily Gravett
- Lost and Found by Oliver Jeffers
- Dear Greenpeace by Simon James
- Just so Stories by Rudyard Kipling
- The Selfish Crocodile by Faustin Charles
- Poetry: How doth the little crocodile? by Lewis Carroll.

**Links:**

**Subject Specific links** – RE – religion in other countries; Computing – use of Google Earth and maps, using internet for research purposes; Maths – looking at distances; Science – Habitats

**Personal development** – Understanding who I am and my heritage. Brief discussions about cultures of different cultures in comparison to our own values.

**SMSC** – understanding culture and lifestyles from around the world.

**Cultural Capital** – understanding our local environment, and beyond. What opportunities are available beyond our locality.

**Careers** – journey maps – how do we get from one place to another? Transport jobs, airline pilots, ship/cruise pilots, coach drivers.

**British Values** – diversity – cultures, British culture

**Equality** – linked to living in other countries. Make connections between the Western World and Third World countries. Equality of opportunity.

**Independence** – to enquire and ask questions about other places in the world.

**Community** – How are communities in other countries the same/different to West Heslerton? How does the weather effect these?

**Outdoor learning** – provision areas outside, forest school sessions.

<b>Year 1 Geography – United Kingdom - Scarborough (coastal)</b>	<b>Year A/B - Summer Term</b>
<b>Topic Question:</b> Contrasting locality What can we see and do at the seaside?	
<b>National Curriculum Link:</b> Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and fieldwork, Local Field Study - West Heslerton	
<b>Fieldwork:</b> Beach trip to Scarborough	
<b>Prior Learning:</b> <ul style="list-style-type: none"> <li>- EYFS – understanding the world.</li> <li>- Previous beach trips to Scarborough.</li> <li>-</li> </ul>	
<b>Key Essential Skills and Knowledge for this Unit:</b> Geographical Skills and field work: <ul style="list-style-type: none"> <li>• I can use secondary sources- photos, stories, DVDs.</li> <li>• I begin to use geographical terms and directions such as North, South, East and West.</li> <li>• I can utilise digital media and label images.</li> </ul> Locational Knowledge: <ul style="list-style-type: none"> <li>• I can understand that the world extends outside their locality.</li> <li>• I can locate and name major features of the UK on a map- e.g. <i>London, surrounding seas</i>.</li> <li>• I begin to identify and describe where places are through use of simple maps, atlases and globes.</li> </ul> Place Knowledge: <ul style="list-style-type: none"> <li>• I begin to ask geographical questions about places in their immediate locality.</li> <li>• I begin to use geographical vocabulary to describe features of the locality.</li> </ul> Human and Physical Geography: <ul style="list-style-type: none"> <li>• I begin to ask geographical questions about places and environments (human and physical features of the seaside town).</li> </ul> Geographical Enquiry: <ul style="list-style-type: none"> <li>• Using: maps, counts, photographs, graphs, measurements, films and reports</li> <li>• Researching secondary sources</li> <li>• Engaging with people, communities, views and opinions</li> <li>• Tackling issues and relevant events</li> <li>• Proposing outcomes and taking actions</li> <li>• Working at different scales of enquiry e.g. local, regional, global but in connected ways</li> <li>• To recognise which places are linked to other places in the world e.g. through food</li> </ul>	

**Sticky Knowledge for topic:**

- The UK is made up of 4 countries: England, Scotland, Wales and Northern Ireland
- Each UK country has a capital city: London (England) – Glasgow (Scotland) Cardiff (Wales) and Belfast (Northern Ireland)
- London is the Capital City of the UK
- The UK is in Europe
- Why people visit Scarborough e.g. to play on the beach, to surf, to fish, to swim, to visit amusement parks, go for fish and chips, visit other attractions in Whitley Bay etc.
- Coastal areas are not just used for holidays and trips out but are also important for ports, ships, cargo ships, fishermen and ferries.
- Key human features of Scarborough e.g. roads, buildings, car parks, promenade, caravan park, skate park, lighthouse, harbour
- Key physical features of Scarborough e.g. trees, fields, rocks, beach, bay
- To give a simple explanation as to how beaches are formed.

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**Sequence:**

- Where in the world are we? Where is our nearest seaside?
- Why visit the seaside?
- What features of Scarborough can we identify on the map?
- How are beaches formed?
- Where would you rather go on holiday?

**Thinking Deeper:**

What are the pros and cons to travelling abroad vs travelling within the UK?

**Possible books/resources:**

- Seesaw
- Lucy and To at the seaside
- Barnaby bear (BBC)
- Lighthouse Keepers Lunch
- Dear Greenpeace
- Snail and the Whale

**Links:**

**Subject Specific links** – ICT: Use of Google Earth for maps and internet to research visitor attractions.

**Personal development** – Seaside safety; keeping beaches tidy; environmental impacts of travelling abroad.

**SMSC** – Impacts of tourism.

**Cultural Capital** – What attracts people to the UK?

**Careers** – Tour operators, shipping industry, travel industry.

**British Values** – Being aware of other countries, cultures and languages.

**Equality** – Travelling abroad – is this accessible to everyone?

**Independence** – to enquire and ask questions about human and physical features of places.

**Community** – How are communities in Scarborough the same/different to West Heslerton?

**Outdoor learning** – Beach trip, provision outdoors, forest school sessions